42: Vanoverbergh E-5 (no date) 1936-1938 OA1 Philippines
Apayao OA5
Isneg

peoples, who have regular initiation ceremonies or puberty rites or both: in his case these are entirely absent, and so his offspring lacks a very important factor in the education of the young, as all formal instruction that usually accompanies such rites and ceremonies is entirely denied him. Nevertheless there is some kind of education given to Isneg youth, and this I am going to consider presently.

At the beginning it should be noted once for all that the Isneg is not used to divide his life into very definite periods. Possessing no puberty rites of any kind, he is ignorant of any violent transition between any two periods of his earthly existence, and so an Isneg child grows up into a young man (*bagbaxó*, plural *babbáxo*) or a young girl (*balbalásań*, plural *babbalásań*), marries at the first opportunity, is occasionally widowed (*bálo*, *búkud*) and perhaps remarries, and finally dies, whether comparatively young or after having reached a ripe old age (old man: *la-lakáy*, plural *lala-lákăy*; old woman: *ba-bakát*, plural *baba-bákat*). If one would insist on looking for a kind of classification, perhaps the best way would be to divide the life of an ordinary Isneg into three periods: the first one, from his birth till he has attained the age at which any decent boy begins to wear a G-string, a little before the age of reason; the second, from the time of that important change in his dress till his marriage; and the last one, from his first marriage till his death. Here I shall consider only the first two periods and I shall treat them both simultaneously and indistinctively. That some details refer exclusively to one of these two periods will be clear without the necessity of saying so: an Isneg evidently does not teach one of his marriageable girls the name of the mosquito, nor does he point out to a boy three years old the penalties which he is likely to incur if he renders a girl pregnant and refuses to marry her.

Formal education as we understand it, whether in schools or otherwise, through appointed teachers, is totally unknown to the Isneg, except of course instruction in Government public schools, which all Isneg children are compelled to attend; but the generality of the people are not the least convinced of the benefits, and much less of the necessity, of the sort of education they get there, especially with reference to girls.

I shall try now to trace as faithfully and as clearly as possible the process of education as followed by the Isneg, or, if such an expression seems to be too definite, the way in which Isneg boys and girls get the education they need.